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possibilities, the joy of their world, the utmost rendering in efficiency of their service" (p. 47). A religious education "seeks to direct a religious process of growth with a religious purpose, for religious persons." He suggests that the problem of religious education is not one of mechanics but persons. The child is a unit. Virtues are not in compartments. The religious education of a child cannot be left to times and seasons. It is a work of Monday and all the week as well as of Sunday. It must be fostered in daily tasks and through the entire life of the home. The home is the place to train human beings to harmonious usefulness in their world. The family is our great opportunity to make a good future for society.

The entire book is a manly plea for painstaking work with children by all who influence them.

The author gets upon basic principles in such sections as that upon "The Organization of Loyalty" (p. 57). His practical suggestions are wise and far-reaching in such chapters as those upon "Stories and Reading," "The Use of the Bible in the Home," "Sunday in the Home," "Family Worship," "The Family and the Church," etc. His chapters upon "Dealing with Moral Crises" will help many a parent and teacher in their crises of doubt as to how to deal with them.

The author sets no easy task before those who would make full use of the home for religious education. He sees the weakness of modern homes in this respect. He would doubtless agree with a chief of police in one of our cities, who said, "the greatest need of today is a reform school for parents." But he also sees sure results if parents do their part. The harvest is certain if the field is rightly tilled by the home.

This book was well worth writing, which makes it well worth reading. It is a book for every home. And it will be yet more valuable to those who can study and discuss its contents in classes or clubs and in Bible schools. It has two valuable appendixes and a good index.

HENRY FAVILLE

LAKE MILLS, WIS.

State and County School Administration. Vol II, "Source Book," by ELLWOOD P. CUBBERLEY and EDWARD C. ELLIOTT. New York: Macmillan, 1915. Pp. xxi+728.

This is a book for the serious student of educational administration, and not for the general, or at least the superficial, reader. As the title indicates, it is a book of original documents for the most part. There is some comment by the authors, mainly by way of introducing the records and opinions relating to the various aspects of educational organization and administration which are discussed. It is an excellent book of reference for all who are concerned with the administration of large educational units. It will make an indispensable textbook for universities, colleges, and normal schools offering

courses relating to the administration of education. The book ought also to be indispensable to all legislators who propose or vote on educational measures.

In a book of this kind the chief requirement is the presentation of the best typical examples of (1) educational organization and legislation; (2) state and county control of school buildings and equipments; (3) the training and certification of teachers; (4) the various local and quasi-local agencies concerned with the support of educational work and the improvement of teachers in service; and (5) the health and sanitary control of educational work. There is, of course, an almost unlimited amount of material from which selection can be made. This source book covers the entire range of school administration, including federal and state policies, practically from the beginnings of state legislation down to our own times. Most persons regard all this material as an unorganized, inchoate, unintelligible mass of legal enactments, regulations, and opinions. The chief task of the authors of this volume has been to establish system in the midst of chaos in these records, and to show by proper illustrations what federal, state, and county attitudes have been and are toward the organization and maintenance of schools of every grade and character. They have had the further task of selecting opinions of distinguished statesmen and students and administrators of education relating to the function of education in a democratic state, and the control which the state should exercise over its educational institutions.

The authors do not offer a comprehensive view respecting the support and control of education which should be undertaken by the federal government or by states or counties. They present the records relating to these matters, and these records show definitely marked tendencies; but there is little or no argument in the book regarding wise or unwise policies which have been or are about to be adopted by states. We are informed, however, that a companion volume to this source book will soon be published, and that this will deal with principles. Doubtless in this forthcoming volume we shall get the benefit of the expert knowledge of these authors respecting the policies which should be followed by states and counties in the maintenance of the schools, including their organization, their equipment, their curricula, taxation for their support, providing them with competent teachers, and so on. These problems are so immense and important and at the same time so complicated that no one but a specialist in school administration can effectively discuss them. Should states and counties, through their educational officers, have mainly a suggestive and advisory relation to the schools, or should they play the dominant rôle in administering them? Should the individual superintendent, principal, or teacher have large freedom in deciding on the course of study, the methods of teaching, the textbooks to be used, and so on, in the schools under his charge, or should these matters all be settled by county or state officials? Should the state contribute largely to the support of individual schools, or should communities support their own schools, generously

or niggardly, according to their appreciation of the importance and needs of the schools?

One reads through this source book and he notes how different states have attempted to solve these problems. But the reader would like now to have an expert discussion of policies and undoubtedly this will be furnished in the "Book of Principles." The present volume should be regarded as a book of exhibits, with which every student of educational administration should be familiar. The companion volume, we trust, will be a book of interpretation, suggestion, and prophecy.

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Teaching of History in Elementary and Secondary Schools. By HENRY JOHNSON. New York: Macmillan, 1915. Pp. 496.

This work embodies the most thorough treatment yet made in this country of the subject indicated by the title, and the author's standing in his field is guaranty of its worth. It is more than a discussion of history teaching as now practiced, both in the United States and in the leading countries of Europe; for in connection with every phase of the subject is introduced the history of history teaching. Thus the ideas and practices of other times throw light upon our own conceptions and enable us to view the latter in perspective.

Opening with a chapter upon what history is, the author reaches next the problem of grading history, and the question of aims and values. He concludes that "the most fundamental and the most comprehensive" aim of history teaching is "to make the world intelligible." Next is taken up the subject of history in the schools of Europe and the United States; then, the biographical approach and the study of social groups. Practical methods in making history real, especially by the use of aids to visualization, are discussed in three chapters; the subject of textbooks and their use occupies two chapters; these are followed by discussions of collateral reading, the historical method, correlation, and examinations.

The author has no new theory to exploit and rides no hobby. He is essentially critical in his attitude. His style is so self-restrained as to be lacking in enthusiasm even over the ideas of which he most approves. Thus the book has the defects of its qualities. The experienced and well-informed teacher, especially one who has followed the development of history teaching during the past twenty-five years, will find keen enjoyment in Professor Johnson's evaluation of the various ideas that have successively come uppermost in this field. But the student who is yet to enter active work will at some points find the book lacking in definiteness of emphasis upon the truths that the author believes in most thoroughly. At such points (e.g., pp. 165, 185, 218-20, 394) the student will wish that the author had worked out more in detail and stated with greater positiveness the arguments for fundamental principles and approved methods. We are indeed glad to have a book upon this subject which